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ABSTRACT

At Hyogo University of Teacher Education (Japan), faculty emphasize that inservice training should be regarded as a part of the teacher's life-long progress. The aims of the graduate school are to: (1) provide specified knowledge; (2) cultivate the ability to do research in specific areas; and (3) develop advanced skills necessary to perform in an advanced-degree profession. About two-thirds of the students admitted are active elementary and secondary school teachers who have taught over 3 years. They can take a 2-year sabbatical leave for the master's program. The university program has two experimental aspects. One aspect lies in the design of majors and courses. Much consideration has been given to the way in which courses are offered, and all courses are interdisciplinary in nature. The other experimental aspect concerns the invention and practice of the new curriculum plan. In accordance with the design of the courses and majors, unique curriculum has been set up that facilitates academic and practical research in each field. All students are required to bring their own research topics with them when they enter the program. The majors and courses are now more exhaustive than before and are unified from an innovative perspective. Details of the curriculum are explained. (JMK)

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NEW IDEA AND PROBLEMS OF IN-SERVICE TRAINING PROGRAM AT HYOGO UNIVERSITY OF TEACHER EDUCATION AS A CASE STUDY ON TEACHER EDUCATION IN JAPAN-

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TITLE OF PROPOSAL: NEW IDEA AND PROBLEMS OF IN-SERVICE TRAINING PROGRAMME AT HYOGO UNIVERSITY OF TEACHER EDUCATION
— AS A CASE STUDY ON TEACHER EDUCATION IN JAPAN —

TYPE OF PROPOSAL: RESEARCH AND CASE STUDY

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DESCRIPTION OF TOPIC:

1 An Idea of In-service Training Programme

The purpose of establishing Hyogo University of Teacher Education is to cope with the social demand for upgrading the quality and ability of teachers and training and securing teachers for elementary education. We should have great concern in the training and in-service training of teachers in order to improve the quality and ability of teachers and establishing the teaching job as a profession.

Our university emphasizes that the in-service training should be regarded as a part of the teacher's life-long progress and a change in teacher's nature. The aim of our graduate school is to provide specified knowledge, cultivate an ability to make research in the specified area and develop advanced skills necessary for a job of high-degree profession from a wide points of view. The aim of the graduate programme is to conduct research on "educational activities in practice" taking the tradition into consideration.

About two-thirds of the admitted students (300 in total) are the teachers for elementary and secondary education who have taught over three years. They can take a two-years sabbatical leave for the Master's programme here.

2 Structure of Curriculum for Teacher Education at Graduate Level

Our university has two experimental aspects. One aspect lies in the major and courses are designed. A lot of consideration was given to the way on which courses are offered. The other is the invention and practice of the new curriculum plan. In accordance with the designing of the courses and fields, a unique curriculum has been set up so that it can facilitate the characteristics of the academic and practical research in each field. All of these fields and courses are more exhaustive and more uified from a new poit of view than before. I would explain the details of our curriculum at the conference lator on.

3 Conclusion

Teacher's ability and quality will be upgraded by the continual and stimulating results of the in-service training. The graduates from our university will scatter all over the country in Japan and serve as the nucleus of each prefecture. They will stimulate each other and every place.

The university should be open not only to the inside but to the outside. Cooperation among universities, especially among the universities with teacher training and in-service trainingprogrammes, is a big issue. A close contact with each other among universities will throw light on vertical and horizontal systematization of teacher's in-service training and management of research data on education.

Finally, this university is open to abroad. International information exchange, sister universities, personnel exchange of professors and students, making the most of the unique aspect of the university are much demanded and expected as near future programme in our university.

NEW IDEA AND PROBLEMS OF IN-SERVICE TRAINING PROGRAM AT HYOGO UNIVERSITY OF TEACHER EDUCATION -AS A CASE STUDY ON TEACHER EDUCATION IN JAPAN-

I. AN IDEA FOR IN-SERVICE TRAINING PROGRAM

The purpose of establishing Hyogo University of Teacher Education is to cope with the demand for upgrading the quality of teachers and improving the training of teachers in elementary education. This demand is not peculiar to Japan, but reflects a world-wide trend. We need to be concerned with pre-service and in-service training as a way to improve the quality and competence of teachers and to establish teaching as a profession.

In-service training should be interpreted in an active sense designed "to improve the quality and ability." In other words, in-service training must facilitate the growth of the fruits of teacher education and the expansion of research necessary for each teacher to remain a good teacher.

Our University views in-service training as only the first part of the teacher's life-long training program. Long-term training is needed to stimulate rapid progress in education and to change the nature of teacher's knowledge and competence. The aim of our Graduate School is to provide specific educational knowledge, to cultivate the ability to conduct research in particular areas, and to develop those advanced skills necessary for a high-level of professional competence.

In our University, teacher-students are supposed to conduct research on educational activities from an educational, integral and professional point of view. In addition, they must gain increased knowledge about education, extend their ability to undertake educational research, and widen their expertise as teachers.

Thus, the in-service training and research at Hyogo University needs to be a continual and systematic program. The term "continual education," probably fits better than"in-service training" as reflecting the continual development of teachers' abilities.

II. CHARACTERISTICS OF HYOGO UNIVERSITY OF TEACHER EDUCATION

Our University provides both pre-service and in-service training for those who will be and are professionally-minded educators with a sense of mission and human love. The graduate school, offering a Master's degree in school education, is designed to improve the teacher's quality and ability by having them do educational research.

Our University has a new organization which is designed to encourage theoretical and practical research in education to enhance professional knowledge as well as impact on the students' personalities.

The graduate program does not simply pursue the many branches of traditional learning. The aim of the program is to conduct research on "educational activities in practice," taking tradition into consideration. This is the most unique feature of the University. Furthermore, teachers use their teaching experience as a basis for their own research at the University. For two years, the teachers are away from the world of the school analyzing problems from a scientific point of view. In the meantime, they learn how to put theory into practice, resulting in the production of high level research.

Eligibility for enrollment at Hyogo University is almost the same as that for graduate schools at other universities, However, starting in the

school year of 1982 graduates of junior colleges who have the first-class teacher's certificate can take the entrance examination after a period of teaching experience.

The total number of graduate students admitted is 300. About two-thirds of them are the teachers for elementary and secondary education who have taught over three years. They can take a two-year sabbatical leave in order to pursue the Master's program.

III. STRUCTURE OF THE CURRICULUM FOR TEACHER EDUCATION AT THE GRADUATE LEVEL

Our University has two experimental aspects. One aspect lies in the way that the majors and courses are designed. A great deal of consideration was given to the way the courses are offered. The other aspect is the development and practice of the new curriculum planning. The following principles support these two experimental ideas.

(1) The most important theme for research at the graduate school should be derived from educational activities in school. The theme itself is integrative and exhaustive by nature. Therefore, the research naturally requires an integrative, exhaustive approach. The traditional approach based on separate learning systems is not adequate.

(2) The trend of current academic research is moving towards the integration of specializations. The University intends to stimulate this and encourages interdisciplinary research.

(3) As mentioned above, the goal of the research is to develop a new trend that deals with studying integrated matters through integrated methods. To enable us to do this, it is necessary to establish new basic research theory.

(4) In any research, "the educational point of view" must be employed. If research is being done on natural science, it should be related to science education. Research on history must help improve history education.

According to these principles, four courses are available: the field of school education (including the departments of educational basic theory, educational administration, educational method and guidance), the field of early childhood education, the field of education for the handicapped, and the field of school subject matter education (including the departments of language, social studies, natural science, fine art and music, and life and health). All of these fields and courses are more exhaustive and more unified from a new point of view than they were before.

In accordance with the designing of the courses and fields, a unique curriculum has been set up to facilitate the characteristics of the academic and practical research in each field. (See Table 1)

The requirements for completion are as follows:

1. The student must stay at the University for a minimum of two years.
2. As Table 2 shows, the student must complete more than 34 credits, receive instruction in research, and after completing a Master's thesis, take a test on it.

IV. UNIQUENESS OF THE CURRICULUM CONTENT

In relation to the curriculum and the requirements for completion, some unique features of the courses are introduced here in terms of their goals, content and ways of completion.

Common subjects aim at widening and deepening the common basis for teaching so that teachers can gain further advanced professional knowledge. In other words, by stimulating the existing knowledge of teaching, the courses are expected to cultivate the grounds for further expansion. For this purpose, the field of school education offers courses in four areas. The special characteristics of these courses lie in the fact that their themes are integrated as well as the instructional system. For example, a course in the area of basic educational theory named "Humanistic Approach to Education" is taught by a team of experts on teaching educational psychology. This enables the instructors to make the course more integrated in terms of the themes and method.

The object of the integrated subjects under the special subject is to have the teachers gain professional knowledge on teaching which characterizes their profession. The courses are interdisciplinary. A course called "Nature and Culture," for instance, deals with an integrated theme and is taught by a group of instructors whose specialties include sociology, fine arts, and natural science. This is also the case with the common subjects, as mentioned before.

The integrated field under the specialized subjects puts emphasis on the practical aspect of education. It pays special attention to the goals and contents of the school subjects taught at the elementary and secondary levels. Thus, each department of the field of school subject education offers interdisciplinary courses. For example, the department of language offers "the history and science of language." This course would cover both Japanese and foreign language departments by the traditional standards.

"Research" is one of the most attractive components of the University curriculum. Each student is required to bring along his own research topic upon entering the University. The feasibility of his research topic and the specialty of the instructor are discussed, and they set up cooperative research work. This research constitutes 6 graduate credits; it is hoped that this research will develop into a Master's thesis.

Independent study is also a very unique approached used in this University. The object of this course is to provide the teachers with the foundation for sophisticated knowledge on human beings and their speciality. However, this is not required. Consultants come from inside and outside of the campus as instructors of the course.

V. CONCLUSION

What can the educational world in Japan expect of Hyogo University of Teacher Education? Teacher's ability and quality will be upgraded by the continual and stimulating results of the in-service training. At the same time, educational practice itself has become the main theme of the research. As the effects of the research deepen, the quality of education will be improved. Furthermore, the results will positively effect educational research and teacher education at other educational universities in Japan.

It is necessary to touch upon another important problem here. If none of our students drops out, the annual number of graduates will total 300. This is only a very small percentage of the teachers from kindergarten to upper secondary school in Japan that receive in-service training. It is doubtful if the effects of this stimulating in-service training can be spread widely enough to improve the quality of school education throughout the nation.

Nevertheless, our students come from all over the country. Our graduates will scatter everywhere and serve as the nucleus of teachers in each prefecture, stimulating other teachers. It is hoped that educational innovation will take place from within as a result of this stimulation. Needless to say, the Center for School Education Research will be required to help each school and institutions will need to cooperate with one another in order to achieve educational innovation. This is the reason why educational research receives such high priority in the University, with the University open not only to the inside but to the outside.

In relation to this matter, cooperation among the universities, especially among the educational universities or the universities with teacher training and in-service training programs, is a big issue. Close contact with other universities will throw light on vertical and horizontal organization of teacher's in-service training and management of research data on education, whether these universities are based on new concepts or not. Fortunately, attempts by Hyogo University of Teacher Education have drawn nation-wide attention and this is expected to bear fruits in the future.

Finally, our University is open to educators from abroad. International information exchange, sister universities, and exchange of professors and students, making use of the most of the unique aspect of our University in-service for teacher education are demanded and expected. Our University will function as the center of the school education research, both nationally and internationally.

Table 1 Subjects/Courses Open for Students

Division			Outline
Common Subjects			These courses aim at providing teachers with a wide and common basis of advanced professional knowledge. They are concerned with human development, educational system and administration, instructional and learning system, and guidance.
Special Subjects	Integrated Subjects		These courses are offered to widen the professional knowledge that characterizes the teaching job as a profession. The courses are interdisciplinary.
	Specialized Subjects	Integrated Field	School education is emphasized, and each course is designed in accordance with the goals and contents of the school subject of elementary and secondary education.
		Specialized Field	The research results done under the traditional academic system are introduced. The courses of each school subject deal with teaching methods and the subject itself.
	Research		The course is offered to cope with the student's own interest. He is expected to develop his interest into the form of a master's thesis.
Independent Study			As a teacher, the student is supposed to deepen his general knowledge on human nature and his own subject. This is not included in the required units for the completion of the master's programme.

Table 2 Requirements for Graduation

Division			Required Credits
Common Subjects	Courses on Human Developments		8 - 12
	Courses on Educational System & Administration		
	Courses on Teaching Method & Learning System		
	Courses on Guidance		
Special Subjects	Integrated Subjects		4
	Specialized Subjects	Integrated Field	16 - 12
		Specialized Field	
		School Subject Field	
		Research	6
Total			34

(3) Those who have completed the requirements will be conferred a master's degree in education.

Table 3 The Fixed Number for Admittance

Classification			Number of Admittance
Graduate School of School Education (Master's Programme)	Field of School Education	Department of Educational Basic Theory	20
		Department of Educational Administration	15
		Department of Educational Method	15
		Department of Guidance	10
		Subtotal	60
	Field of Early Childhood Education		20
	Field of Education for the Disabled		20
	Field of School Subject Education	Department of Languages	40
		Department of Social Studies	30
		Department of Natural Science	50
		Department of Fine Arts and Music	30
		Department of Living and Health	40
		Subtotal	190
Total			300